

Upper 1A
1977-78

437 p1 CMC112
Year 4



Parents' National Educational Union

Murray House, Vandon Street, Buckingham Gate, London SW1H 0AJ

THE PNEU SCHOOL EDUCATIONAL PROGRAMME 87

This Programme is designed for use only with pupils in PNEU Schools and in the Home Education Division. It must not be lent or used for any other purpose.

"Children are born persons" — Charlotte Mason
PNEU Motto: "I am, I can, I ought, I will"

GENERAL NOTES

CONTENTS

This Programme sets out the syllabuses and book lists for the year. The Teacher's Handbook is complementary to it and should be studied before the Programme is put into use.

Essential books are printed in capitals. Other books are optional but would be valuable for supplementary or reference purposes.

The Programme for each form is planned to cover one year's work, divided into 3 terms of 12 weeks each. As enrolments occur throughout the year, new members will normally begin with Term 1 and complete an assessment report on Form R5 before beginning Term 2.

SUPPLIES

Books

An adequate range of books is essential for the PNEU course. The initial

137 p20mc112

books required will be supplied by PNEU tutors and despatched to members overseas by surface mail or, if requested, by air mail. The appropriate postal and handling charges will be debited. Members going abroad are advised that books should be obtained before departure if possible.

Subsequent requirements of books may be ordered from the PNEU by post on Form R7. 25% of the cost of the books should be added to the payment for postage and handling if sent by surface mail, and 75% if required to be sent by air mail.

Members may find that some books are unobtainable and alternatives will be sent in their stead.

The price given in the Programme is that in force at the time of going to press.

Materials

A list of the educational materials required is set out in Appendix 1. They may be obtained from any firm of educational suppliers. Harrods (Export Department) would be able to supply most of the requirements.

Families going overseas are recommended to obtain these materials before departure.

THE TEACHER'S HANDBOOK

This is a condensed guide to the theory and practice of home teaching which should be used in conjunction with this Programme. It contains advice on how to understand the growing child as well as on how to teach him. Each subject is dealt with in a separate section. It has been kept brief so that even the busy parent can study it.

ASSISTANCE IN TEACHING

The circumstances under which home teaching takes place vary enormously. Parents are advised to seek assistance from friends and colleagues wherever it is appropriate. Not only is a subject or a hobby taught by another person a welcome change but real ability can in this way be harnessed, whether it be mathematical, technical or musical.

THE CURRICULUM

The PNEU course deliberately covers a broad range of subjects. Our aim is to produce soundly educated children who will develop into mature, cultured adults. The PNEU child is marked by a high standard of literacy, mathematical competence, a wide field of knowledge and an enquiring mind.

At this age, the child will not 'study' subjects but will listen to and talk about stories, will make models and articles related to the subjects and will act, mime, paint and draw to acquire a better understanding of each topic.

137 p30mc112

In Year 4 children will be able to read some of the textbooks for themselves, e.g. those for History and Geography. Unless a child has exceptional facility in reading, the books set for Tales must be read aloud by the parent. Children should be encouraged to narrate (see Teacher's Handbook pp. 7-9) the substance of what has been read.

TESTS

Test papers (with answers) in English, Mathematics and General Knowledge will be supplied as part of the course.

THE PNEU JOURNAL

The PNEU Journal is issued quarterly and contains articles of general educational interest as well as information on PNEU.

RECORDS

In the United Kingdom, local education authorities are required to satisfy themselves that the education of all the children in their area is adequate. Parents responsible for home-school pupils must keep a Record of Work and an Attendance Register as they may receive visits from LEA Inspectors or Education Welfare Officers. In some other countries similar conditions may be encountered.

SYLLABUS

RELIGIOUS KNOWLEDGE

Use any edition of the BIBLE. The New English Bible and other modern translations are particularly appropriate.

Wherever possible correlate your work with Art, English, Nature Study and other subjects.

Modern translations of the Bible: The New English Bible — illustrated edition (British and Foreign Bible Society, £1.00). The Jerusalem Bible — School Edition (Darton, Longman & Todd, £2.00).

Old Testament

Term 1: Exodus chapters 1-14

Term 2: Exodus chapters 15-20, 32-35
Numbers chapters 13-14

Term 3: Numbers chapters 16-17, 20-24, 35
Deuteronomy chapters 16, 31, 34

137 p 4 cm C112

TIME-TABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 – 9.20	Religious Knowledge	Religious Knowledge	History	Religious Knowledge	Religious Knowledge
9.20 – 9.40	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
9.40 – 10.00	Creative Writing	History	Geography	Tales	Poetry
10.00 – 10.40	BREAK				
10.40 – 11.00	English Language	Reading Practice	Science	English Language	History
11.00 – 11.10	Writing Practice	Writing Practice	Writing Practice	Writing Practice	Writing Practice
11.10 – 11.30	Games or French	Tales	Games	Picture Study	Leisure Reading
14.00 – 14.20	Singing	Nature Walk	Art & Craft	Outdoor Geography or French	Singing
14.20 – 14.40	Art & Craft	Nature Walk	Art & Craft	Outdoor Geography	Physical Education
14.40 – 15.00	Art & Craft	Nature Notebook	Art & Craft	Outdoor Geography	Physical Education

227P5cmcl12

New Testament

Term 1: St. Luke chapters 1-8

Term 2: St. Luke chapters 9-18

Term 3: St. Luke chapters 19-24

Notes for Parents

Term 1

Moses

1. In the bulrushes (Ex. 2vv. 1-10)
Illustrate the story.
2. The fight (Ex. 2 vv. 11-15)
Write the story in your own words. Make it exciting!
3. Helping the shepherd girls (Ex. 2 vv. 16-22)
Think and write about ways in which you can help other people in trouble.
4. The Burning Bush (Ex. 3 vv. 1-6)
Illustrate.
5. The Plagues (Ex. 7 v. 14 to Ex. 11 v. 10)
(a) Write: God said, Let my people go, that they may serve me.
(b) Make a list of the plagues.
6. The Exodus (Ex. 12 vv. 37-42, 13 vv. 17-22, 14 vv. 5-31)
Draw a map and mark Egypt and the Red Sea.

Christmas

1. The Annunciation (St. Luke 1, vv. 26-38)
Make a stand-up model of the Angel Gabriel.
2. The Magnificat
Learn the Magnificat (or part of it) by heart.
3. The Birth in Bethlehem
(a) Make a Nativity scene from scrap material.
(b) Learn at least one old Christmas Carol, e.g. In Dulci Jubilo.

Jesus's Childhood

1. Visiting Simeon and Anna (Luke 2, vv. 25-38)
Write verse 29. Perhaps learn the "Nunc Dimittis".
2. Jesus is lost (Luke 2, vv. 41-52)
Write this story in your own words. Describe the search very carefully.

Events in Jesus's Ministry

1. The Baptism (Luke 3, vv. 21-22)
Draw a map and mark the River Jordan where Jesus was baptised.
2. The Temptations (Luke 4, vv. 1-13)
Learn to sing "Father, lead me day by day".
The above (1 & 2) are very difficult passages which some teachers may wish to leave until a later stage.
3. Jesus the Teacher (Luke 6, vv. 28-31, 36, 46-49)
Draw a Palestinian house built on rock and write underneath, "A person who does what Jesus says is like a man who has built his house on rock".
4. The Centurion's Servant (Luke 7, vv. 1-10)
Write the story in your own words.

237p6cmC112

5. The Woman and the oil of Myrrh (Luke 7, vv. 36-50)
Learn the prayer by St. Richard of Chichester — "Day by day, dear Lord, of Thee three things I pray . . .".
6. The Storm at Sea (Luke 8, vv. 22-25)
This is an ideal story to paint.
7. The madman (Luke 8, vv. 26-39)
Draw a map of Galilee and mark the country of the Gadarenes.
8. Jairus's Daughter (Luke 8, vv. 41-42, 49-56)
Illustrate this story. Write verse 54 underneath the drawing.

Term 2

In the Wilderness

1. Marah (Ex. 15 vv. 22-27)
Write the story.
2. God provides food (Ex. 16)
Write the story.
3. God provides drink (Ex. 17 vv. 1-7)
Draw a picture of Moses striking the rock.
4. The Ten Commandments (Ex. 17)
Most children of this age can memorise the Ten Commandments easily.
5. The Golden Calf (Ex. 32 vv. 1-20)
Illustrate.
6. The Israelites bring their gifts (Ex. 35 vv. 1-29)
Make a pattern showing the beautiful stones that the Israelites brought to God.
7. The land flowing with milk and honey (Numbers 13-14 vv. 1-10)
Illustrate verse 23.

Incidents in the Ministry

1. Feeding the five thousand (Luke 9, vv. 10-17)
Illustrate.
2. Martha and Mary (Luke 10, vv. 38-42)
"What sort of person was Martha? What sort of person was Mary?" Try to answer in writing.
3. Jesus Teaching (Luke 12, vv. 22-31)
Suitable for memorisation.

Some Parables

1. The Good Samaritan (Luke 10, vv. 25-37)
Find out about Dr. Barnardo's, Oxfam or a similar charity. Discuss how you can help.
2. The Prodigal Son (Luke 15, vv. 11-32)
Tell the story in pictures. (A child who particularly enjoys writing stories could write a first person account).
3. The Ten Lepers (Luke 17, vv. 11-19)
 - (a) Write a "Thank you" prayer for good health and strength.
 - (b) Cut out pictures of things you like and mount attractively on large paper. Write words "Thank you, God" in centre.

237p7cmC112

4. The Pharisee and the Tax-gatherer (Luke 18, vv. 9-14)
(Find out about Pharisees and publicans before using this parable)
Write a prayer in which you say sorry for the wrong things you have done.

Term 3

The Children of Israel

1. The Revolt of Korah, Dathan and Abiram (Numbers 16 vv. 1-35)
(If this story is used, it will have to be prepared carefully before reading).
Tell the story under the heading of "The Grumblers".
2. Water from the rock (Numbers 20 vv. 1-13)
Illustrate.
3. Approaching the Promised Land (Numbers 20 vv. 14-29)
Write the story.
4. The Bronze Serpent (Numbers 21 vv. 1-9)
If possible, look at a badge of the Royal Army Medical Corps.
5. Balaam and his donkey (Numbers 22)
Write the story.
6. The Feasts — The Passover
— Tabernacles (Harvest) (Deut. 16 vv. 1-8, 13-16)
Say what the Children of Israel remembered at these feasts.
7. Moses the Old Man (Deut. 31 vv. 1-13)
Write and learn Deut. 31 v. 8.

Incidents in the Ministry

1. Zacchaeus (Luke 19, vv. 1-10)
Capable children may write "My Story — by Zacchaeus". (Use a gripping sentence to begin the account).
2. The Palm Sunday Story (Luke 19, vv. 28-40)
Attempt a poem about Palm Sunday or write an imaginative story entitled "The colt that carried Jesus".
3. In the Temple (Luke 19, vv. 45-48)
Draw a plan of the Temple and show where the traders were.
4. The Poor Widow and her Mite (Luke 21, vv. 1-4)
Discuss ways of giving money and service. Learn the Prayer of St. Ignatius Loyola ("Teach us, good Lord . . .").
5. The Last Supper (Luke 22, vv. 1-33)
6. Jesus's Arrest (Luke 22, vv. 39-54)
7. Peter's Denial (Luke 22, vv. 54-61)
8. The Crucifixion Story (Luke 23, vv. 13-26, 32-48)
For 5-8 the most appropriate activities are perhaps listening to music and using a hymn like "There is a green hill".

i37p8cme/12

ENGLISH

Reading

Recommended for reading practice:

Dragon Pirate Stories by S. K. McCullagh (Arnold, 74p each)

D1: The Sea-Horses of the Far Islands

D2: The Ice-King's Daughter

D3: The Horses of the North Wind

D4: Pirates in the Dark Night

D5: The People of the Mist

Writing

For pupils beginning to use ink: **EVERYDAY WRITING, BOOK 4** by Ruth Fagg (U.L.P., 59p)

Language

A good deal of oral work should be done, using the Exploration English book. Each topic should be discussed and the informative paragraphs about it read aloud. Most of the exercises should be talked over before any written work is done.

The amount of written work done will depend on the child's progress and ability. The aim should be to write at least half of the exercises and treat the rest solely as oral work.

EXPLORATION ENGLISH, BOOK 3 by J. C. Gagg (Evans, £1.18)

Term 1: pp. 5-24

Term 2: pp. 25-43

Term 3: pp. 44-63

or, for those who have copies, **BETTER ENGLISH, BOOK 3**

Term 1: pp. 5-35

Term 2: pp. 36-67

Term 3: pp. 68-96

Highly recommended: **A Children's Working Dictionary** by A. J. Arkley (Nelson, £1.12).

Essentials in Teaching and Testing Spelling by F. J. Schonell (Macmillan, 59p)

For more formal grammar: **First Grammar Lessons** by C. M. Mason: Parts 1 & 2 (PNEU, 10p each).

Creative Writing

IMAGINE, TALK AND WRITE by Wallace Eyre (Blackwell, £1.00)

Work may be done orally and taken down at the pupil's dictation or pupils who wish to do so may write for themselves.

i37p9cme/12

Tales

At least one book should be read each term.

Term 1: **THE VOYAGE OF THE DAWN TREADER** by C. S. Lewis (Puffin, 50p)

PETER PAN by J. M. Barrie (Puffin, 50p)

THE LITTLE PRINCE by Antoine de Saint-Exupery (Piccolo, 35p)

Term 2: **THE SILVER CHAIR** by C. S. Lewis (Puffin, 50p)

THE JUNGLE BOOK by Rudyard Kipling (Piccolo, 60p)

BLACK BEAUTY by Anna Sewell (Dent, £1.50)

Term 3: **THE LAST BATTLE** by C. S. Lewis (Puffin, 50p)

THE HOBBIT by J. R. R. Tolkien (Unwin, £1.00)

THE HUNDRED AND ONE DALMATIANS by Dodie Smith (Piccolo, 50p)

or, for those who have copies, **THE PILGRIM'S PROGRESS**

Term 1: Part 2 – from the beginning to the Two Lions

Term 2: from the Two Lions to the Departure from the House of Gaius

Term 3: from the Departure from the House of Gaius to the end.

Poetry

THE PUFFIN BOOK OF VERSE compiled by Eleanor Graham (50p)

Leisure Reading

A Necklace of Raindrops by Joan Aiken (Puffin, 75p)

White Boots by Noel Streatfeild (Puffin, 45p)

By the Shores of Silver Lake by Laura Ingalls Wilder (Puffin, 55p)

The Golden Bird by Edith Brill (Puffin, 35p)

The Silver Curlew by Eleanor Farjeon (Oxford, 90p)

MATHEMATICS

Children should be trained from the outset to date and label all work.

Work should always be neatly set down and well arranged. This encourages logical thought and the marking and correcting of work is made easy.

Every child must have sufficient practice at each stage for the process concerned to become automatic. The book supplies sufficient practice for most

children but occasionally some will require extra work in order to establish a process. This is easily provided by drawing up worksheets with similar examples to those in the book.

Tables

It is often very helpful for a child to make his own table-book on squared paper. It should be arranged as follows with a hundred square on the left and might be spread over two adjoining pages for each table.

1 2 3 4 5 6 7 8 9 10			
11 12 13 14 15 16 17 18 19 20			
21 22 23 24 25 26 27 28 29 30	$2 + 0 = 2$	$0 \times 2 = 0$	$0 \div 2 = 0$
31 32 33 34 35 36 37 38 39 40			
41 42 43 44 45 46 47 48 49 50	$2 + 2 = 4$	$1 \times 2 = 2$	$2 \div 2 = 1$
51 52 53 54 55 56 57 58 59 60			
61 62 63 64 65 66 67 68 69 70	$2 + 2 + 2 = 6$	$2 \times 2 = 4$	$4 \div 2 = 2$
71 72 73 74 75 76 77 78 79 80	etc.	etc.	etc.
81 82 83 84 85 86 87 88 89 90			
91 92 93 94 95 96 97 98 99 100			

The hundred square should be coloured to show the pattern of the table. This method of making a table-book illustrates all aspects of each table.

Teaching

It cannot be assumed that a process has been grasped until some time has elapsed and a check made. The steps for teaching and testing are:—

- teach the process
- practice the process
- a week or so later, revise the process — it may even have to be re-taught
- repeat (c) until mastery appears to have been gained
- test the process
- re-test from time to time.

Check list

The check list is provided so that processes may be marked off as they are understood and can be applied. Worksheets can be drawn up if extra practice

is required. It is not expected that all children will be able to manage all the processes covered by the end of the year. It is something at which to aim and will draw attention to weaknesses.

Know and use:—

- + addition, add, plus, and, more than, altogether, total
- subtraction, minus, take, less than, difference
- all four rules (+ — \times \div)
- t.u. t.u. (carrying) h.t.u. h.t.u. (carrying)
- money p. £.p. — or local equivalent

Know by heart:—

- tables 2, 3, 4, 5, 6, 7, 8, 9, 10
- months days of week rhyme of days in each month

Recognise and name:—

- square rectangle circle triangle
- cube cylinder sphere
- right angle horizontal line

Tell time hours half and quarter past quarter to minutes past minutes to

Tens +on —off \times (e.g. $57 + 10$ $57 - 10$ 57×10)

Read and construct simple graphs

Measure in cm and m with fractional parts

Fractions:—

recognise and divide wholes into $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{8}$ $\frac{1}{5}$ $\frac{1}{10}$

shade wholes to show $\frac{3}{4}$ $\frac{5}{8}$ $\frac{2}{5}$ $\frac{7}{10}$ etc.

Extract information from a calendar

Handle money, giving change etc.

Interpret a simple scale e.g. 1 cm: 1m

Read numbers up to 1000

Appreciate place value to 1000 i.e. $\begin{matrix} u & t & h \\ 23 & 436 & 5302 \end{matrix}$

Handle simple magic squares

Make pie charts

Symmetry — recognise and draw simple shapes

Have practical experience of estimating, measuring, weighing etc.

ALPHA MATHEMATICS, BOOK 2 by Goddard & Grattidge (Schofield & Sims, £1.00) with ANSWER BOOK (80p)

137p12cm U12

Term 1: pp. 1-28
Term 2: pp. 29-56
Term 3: pp. 57-84

or, if a child is having difficulty with this subject and needs to work at an easier pace, BETA MATHEMATICS, BOOK 2 by Goddard & Grattidge (Schofield & Sims, £1.00) with ANSWER BOOK (80p).

Term 1: pp. 1-27
Term 2: pp. 28-56
Term 3: pp. 57-84

HISTORY

Children have very little sense of time. A time chart will greatly help to develop this concept. It is well worth trying to find a fairly large stretch of wall somewhere in the house, or at least under cover, and using it for this purpose.

A child who is to spend several years in the home schoolroom will derive much help and pleasure from a time chart and it is possible to benefit from it even in one year. Attention should be drawn to what has previously been seen or heard so that this is incorporated with newly acquired knowledge and gradually a background of historical knowledge is built up.

To make the chart, a horizontal line should be painted or pinned on so that pictures and written work can be pinned on both sides of it. Label the line in centuries (or ages for prehistory) but make the labels movable so that extra space may be available when required. The child's own work may be put up and magazine pictures, postcards, picture cards, etc. may all be used. Many items may be incorporated apart from straightforward historical studies, e.g. environmental details, scripture, book reviews of historical tales, poems, architecture, exploration, inventions, etc.

GREAT TUDORS AND STUARTS by R. J. Unstead (Black, 88p) and
TUDORS AND STUARTS by R. J. Unstead (Black, £1.12)

Both books should be used throughout the year. The suggested division over three terms is as follows:

Term 1: Great Tudors and Stuarts pp. 5-46
Tudors and Stuarts pp. 5-46
Term 2: Great Tudors and Stuarts pp. 47-80
Tudors and Stuarts pp. 47-72
Term 3: Great Tudors and Stuarts pp. 81-125
Tudors and Stuarts pp. 73-94

This year a number of events are covered which children find very exciting. It is a great help to draw up a family tree of the royal family as the kings and

137p13cm U12

queens are frequently involved in the events.

The books may be used in one of two ways:—

- (a) a methodical work straight through approach, making notes and drawings and narrating
- (b) a series of topics — listed below.

Many of these topics overlap and no child should be expected to undertake them all. When possible the set books should be supplemented by other reference books. Ladybird books provide a good selection at a reasonable price. Children who have a time chart will be able to mount their findings on the chart or special topic books could be made. Every opportunity should be taken to widen the range of information available through magazine articles, postcards, visits, etc.

Many children will enjoy finding their facts and then writing as if they were living at that period or taking part in a particular event. Some topics could be covered by the child pretending to be a contemporary journalist or a traveller through time. There is scope for model making, collages (fashions), and painting. No child should be expected to undertake more than two or three topics each term, if the work is done to a good standard but a boy or girl who is exceptionally interested may be allowed to follow up other topics on the list as a leisure time pursuit if he or she wishes to do so.

Suggested Topics

1. Discoveries:-
 - Columbus
 - Newfoundland
 - The North West Passage
 - North America — the Indians — colonising
 - South & Central America — the Spaniards
 - India — East India Company
 - Marco Polo
2. Elizabethan England and the Armada:-
 - Elizabeth I
 - Ships and life on board
 - Elizabethan sailors — Drake, Raleigh etc.
3. The Civil War:-
 - Draw up two lists of the names and personalities on each side
 - Soldiers
 - Weapons
 - Montrose
4. The Commonwealth:-
 - Oliver Cromwell
 - Puritan England
5. The Plague of London and the Great Fire:-
 - The Restoration
 - Conditions in London before the Fire
 - Rebuilding — Christopher Wren
 - Samuel Pepys

237p14amc112

6. New Ideas:-
 - The Reformation
 - Henry VIII Defender of the Faith
 - The Established Church
 - Sir Thomas More
 - Martin Luther
 - Erasmus
7. New Buildings:-
 - Christopher Wren — Hampton Court, Hatfield House
 - Great Houses — Chatsworth, Blenheim Palace
 - Furniture and Paintings
 - Gardens
 - Inigo Jones
8. The Story of a house through the period:-
 - The family — clothing — furnishings
 - Food — occupations — children — games
9. On the Road:-
 - Coaches
 - Highwaymen
 - Inns, tolls, bridges
 - Merchants, players, pedlars
10. Town Life:-
 - Theatres — Shakespeare
 - Bear baiting etc.
 - Holydays and festivals
 - The river (London)
 - Street sellers, taverns, shops
 - Fairs, pleasure gardens
11. The Puritans:-
 - The Pilgrim Fathers — the Mayflower
 - New England
12. Shipping throughout the Period.

GEOGRAPHY

THE YOUNG GEOGRAPHER, BOOK 2 by Haydn Evans (Wheaton, £1.12)

Term 1: pp. 5-29

Term 2: pp. 30-55

Term 3: pp. 56-82

Ideas for activity work will be found in the textbook.

NELSON'S JUNIOR ATLAS (Nelson, £1.12).

Pupils should be encouraged to use the atlas as this is invaluable training for later studies. However, at this age they cannot be expected to use the

237p15amc112

atlas unaided and it will be adequate simply to ensure that the child becomes familiar with handling it, notices the shape of countries mentioned and understands what a map is.

SCIENCE

- (a) Work from Science 5-13 CHILDREN AND PLASTICS (Macdonald, £2.06) and TREES (Macdonald, £1.77). These books are for the use of the parent or teacher.

In **Children and Plastics** the **Introduction** must be read, as, in addition to much general information, it contains the essential precautions which have to be enforced when working with plastics.

Start by making a collection of plastic articles as outlined on pages 8 and 9. This will lead on to sorting out materials (page 12).

The scientifically important idea of a 'fair' test is discussed on pp. 17-22. Children should be encouraged to design their experiments carefully in order to make them 'fair'.

The three investigations on page 20 illustrate ways of introducing the idea of 'variables'. Work on page 35 enables the child to construct a useful weighing device and **experimenting with plastics** (pp. 49-53) offers an opportunity to introduce buoyancy. Children are invariably fascinated by experiments involving static electricity and some of these are outlined on page 68.

The unit on **Trees** utilises some of the abundance of material that nature provides for the development of children's scientific understanding. There are many opportunities for collecting, sorting and classifying. Recording information can lead to interesting work in art and mathematics. Also the children learn how living organisms are affected by seasonal and environmental changes.

It is explained in the **Introduction** how the activities have been gathered under three seasonal headings, and so the starting point will depend very much on the time of the year. Chapter 2 contains much useful information for the teacher and is well worth reading before starting work.

The measuring instruments shown on pages 14 and 15 should be made early in the course. The balance, or a similar one, will be useful when dealing with some later sections.

Avoid attempting the more difficult topics such as **Making Measurements** (p. 33) and **Constructing Keys** (p. 45) until the children are ready for them.

- (b) Work from ACTIVE SCIENCE, BOOK 2 by A. James (Schofield & Sims, £1.00) with TEACHER'S BOOK 2 (41p)
Further material for parents or teachers can be found in Simple Science Experiments by A. James (Schofield & Sims, £1.47).

There should be as much outdoor observation as possible. Children should be encouraged to find and name flowers, watch animals and birds, and keep a nature diary.

137 p16 cmcl12

FRENCH (optional)

Audio-lingual course.

BON VOYAGE — YEAR 2 (records and scripts £6.00 including postage and packing, except for air mail)

For pupils who are just beginning French the records and scripts for Year 1 are recommended. They cost the same as those for Year 2.

or JE PARLE FRANÇAIS, BOOK 2 by René Gauthier (Nelson, 50p)

Pupils who are just beginning French should begin with Book 1 of this series.

For activity work: La Ferme and Le Petit Train Rouge by Y. S. Baume (Warne, 29p each)

Chansons et Comptines by W. J. Perry (Longman, 35p)

PICTURE STUDY

One artist will be studied each term. Reproductions of pictures by the artist for the term are obtainable from the PNEU Office (PNEU, £1.00 each)

For general approach and method of taking lessons see the Picture Study section in the Teacher's Handbook.

ART & CRAFT

For work throughout the year, choose from the I CAN DO IT series by Mell & Fisher (Schofield & Sims, £1.06 each)

Book 1: PRINTING

Book 2: WORKING WITH PAPER

Book 3: MODELLING, BUILDING AND CARVING

Book 4: MAKING THINGS FROM ODDS AND ENDS

Book 5: MAKING PICTURES AND PATTERNS

These books give step by step instructions for various kinds of Art and Craft work and are also set for Years 5 and 6. Each book contains simple activities suitable for this age group, together with more advanced work that should be left for later.

137 p17 cmcl12

Printing covers: printing with vegetables, rubbers, leaves, cardboard, stencils, paper shapes; printing from plasticine, clay, corrugated card, a tin can; making rubbings; printing monotypes; printing on fabrics; tying and dyeing; making paste patterns.

Working with Paper covers: making things with strips of paper; folding and cutting to make patterns and chains of figures; masks and hats; making lanterns and crowns; paper animals, fishes and birds; spinning windmills and spirals; nets and stretching paper chains and figures.

Modelling, Building and Carving covers: modelling with dough; modelling with clay — making a thumb pot, a pellet pot, a thumb pot animal, making slip, modelling birds and animals, making clay reliefs, making clay jewellery and clay people, making masks, making coil pots, using slabs of clay; modelling with wire; building with cardboard and balsa wood; building and modelling with polystyrene; carving candles; carving with soap; carving a block of plaster.

Making Things from Odds and Ends covers: making and using papier mâché; working on a mould; using rolled newspaper or magazines; modelling with newspaper on a wire framework; making puppets; making a peepshow in a cardboard box; making masks; using string, pipe cleaners and drinking straws; making models and decorations from scrap.

Making Pictures and Patterns covers: using crayons in various ways; chalk and crayon transfers; making rubbings; all kinds of collage; using coloured paper and cellophane for stained glass patterns; painting — using various brushes, all-over patterns, stripe and repeat patterns; mixing paint with sand, paste, sawdust etc; using inks; pictures and patterns without brushes; finger painting; painting from imagination; painting what you see, painting from memory; drawing.

For reference: Art and Craft in the Primary School by J. Dean (Black, £2.65). Young Art by J. F. Lacey (Van Nostrand Reinhold, £2.70).

MUSIC

Music Appreciation (optional)

The work of the composer set for the term:

Term 1: Beethoven

Term 2: Handel

Term 3: Schubert

Teacher's reference notes for each composer are available from the PNEU on request.

Singing

SING TOGETHER (Oxford, 70p): 100 songs for unison singing arranged by W. Appleby & F. Fowler.

Highly recommended: My History of Music by Irene Gass (Zebra, 30p). A list of records and cassettes, recommended as 'Music for Enjoyment', can be obtained from the PNEU on request.

i37p18cm412

PHYSICAL EDUCATION

Daily exercise, e.g. walking, swimming, dancing, skipping and games.

Music and Movement records (EMI 7EG 8727 and 8) can be obtained from Harrods (Export Department).

Better Swimming by N. W. Sarsfield (E.P., 30p).

APPENDICES

1. Educational Materials

3-6 lined exercise books (12mm spacing) for English
3-6 squared exercise books (1cm squares) for Maths
3-6 plain exercise books for other subjects
Kitchen paper and/or sugar paper
Tracing paper
Pencils — lead and coloured
Selection of felt-tipped pens/wax crayons/pastels
Metric ruler — calibrated in cm and mm
Pencil sharpener
Rubber
Poster paint or powder colour
Water colours
Brushes for powder colour
Brushes for water colour
Gummed coloured squares
Modelling material — clay or plasticine
Adhesive
Cold water paste
Set squares of 45° and 60°
Pair of compasses
Scissors
Measured containers — e.g. 1 litre jar
Bar magnet
Magnifying glass

i37p19cm412

Optional

Wire and string
Double punch
Card for folders
Torch
Sellotape
Cubes — building blocks
Lego or plastic meccano
Paper fasteners
Musical instrument — e.g. recorder

Collect

(for Art & Craft)
Pictures from magazines — coloured
Oddments of material
Containers and boxes
(for project work, illustrating notes & time chart)
Picture cards
Postcards
Stamps
Mechanisms, e.g. old clocks, watches, locks etc.

2. Music for Enjoyment (P.5.)

We shall be pleased to send on request a list of records and cassettes compiled under the following headings:

Quiet, Dignified Music
Lively, Tuneful Music
Descriptive Music
Stories in Music

3. Reference Books

A list of reference books will be sent on request. Though really meant for older children, it will serve to lay the basis of a reference library to be used as the child grows.

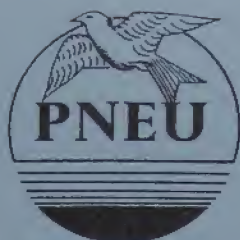
4. Charlotte Mason's Educational Principles

The PNEU was founded in 1891 by Charlotte Mason and based its work on principles worked out by her several years earlier when teaching young children. They are still valid and, though modern knowledge permits refinements in theory and method, they are set out below as a guide to the PNEU system.

1. Children are born persons.
2. They are not born good or bad, but with possibilities for good or for evil.
3. Authority and obedience are necessary but must be limited by the respect due to the personality of children which must not be encroached upon.
4. We are thus limited to three educational instruments: the atmosphere of environment, the discipline of habit and the presentation of living ideas from which arises the PNEU motto: Education is an atmosphere, a discipline and a life.
5. *Education is an atmosphere* means that a child should not be isolated in a specially adapted "child environment" but we should take into account the educational value of his natural home atmosphere and let him live freely among his proper conditions.
6. *Education is a discipline* means the discipline formed definitely and thoughtfully, of mind or body.
7. *Education is a life* means the need of intellectual, moral and physical sustenance.
8. The child's mind is no mere receptacle as the Herbartian doctrine says but is rather a spiritual *organism* with an appetite for all knowledge.
9. *Education is the science of relations*, i.e. a child has natural relations with a vast number of things and thoughts.
10. A syllabus must therefore include three points:
 - (a) A child requires much knowledge, for the mind needs sufficient food as much as the body.
 - (b) The knowledge should be various to satisfy curiosity.
 - (c) Knowledge should be communicated in well-chosen language because his attention responds naturally to what is conveyed in literary form.
11. The educability of children is normally greater than has hitherto been supposed and is but little dependent upon circumstances such as heredity and environment.
12. There are two guides to moral and intellectual self management to offer to children; the way of the will and way of the reason.
13. Children should be taught as they become mature enough to understand such teaching that the responsibility that rests on them as "persons" is the acceptance or rejection of ideas.
14. No separation between the intellectual and spiritual life of children can be allowed to develop.

Form 1B
1977-78

538plcmc112
Year 2



Parents' National Educational Union

Murray House, Vandon Street, Buckingham Gate, London SW1H 0AJ

THE PNEU SCHOOL

EDUCATIONAL PROGRAMME 87

This Programme is designed for use only with pupils in PNEU Schools and in the Home Education Division. It must not be lent or used for any other purpose.

"Children are born persons" — Charlotte Mason
PNEU Motto: "I am, I can, I ought, I will"

GENERAL NOTES

CONTENTS

This Programme sets out the syllabuses and book lists for the year. The Teacher's Handbook is complementary to it and should be studied before the Programme is put into use.

Essential books are printed in capitals. Other books are optional but would be valuable for supplementary or reference purposes.

The Programme for each form is planned to cover one year's work, divided into 3 terms of 12 weeks each. As enrolments occur throughout the year, new members will normally begin with Term 1 and complete an assessment report on Form R5 before beginning Term 2.

SUPPLIES

Books

An adequate range of books is essential for the PNEU course. The initial books required will be supplied by PNEU tutors and despatched to members overseas by surface mail or, if requested, by air mail. The appropriate postal and handling charges will be debited. Members going abroad are advised that books should be obtained before departure if possible.

Subsequent requirements of books may be ordered from the PNEU by post on Form R7. 25% of the cost of the books should be added to the payment for postage and handling if sent by surface mail, and 75% if required to be sent by air mail.

Members may find that some books are unobtainable and alternatives will be sent in their stead.

The price given in the Programme is that in force at the time of going to press.

Materials

A list of the educational materials required is set out in Appendix 1. They may be obtained from any firm of educational suppliers. Harrods (Export Department) would be able to supply most of the requirements.

Families going overseas are recommended to obtain these materials before departure.

THE TEACHER'S HANDBOOK

This is a condensed guide to the theory and practice of home teaching which should be used in conjunction with this Programme. It contains advice on how to understand the growing child as well as on how to teach him. Each subject is dealt with in a separate section. It has been kept brief so that even the busy parent can study it.

ASSISTANCE IN TEACHING

The circumstances under which home teaching takes place vary enormously. Parents are advised to seek assistance from friends and colleagues wherever it is appropriate. Not only is a subject or a hobby taught by another person a welcome change but real ability can in this way be harnessed, whether it be mathematical, technical or musical.

THE CURRICULUM

The PNEU course deliberately covers a broad range of subjects. Our aim is to produce soundly educated children who will develop into mature, cultured adults. The PNEU child is marked by a high standard of literacy, mathematical competence, a wide field of knowledge and an enquiring mind.

At this age, the child will not 'study' subjects but will listen to and talk

about stories, will make models and articles related to the subjects and will act, mime, paint and draw to acquire a better understanding of each topic.

In Year 2 children should not be expected to read any of the books for themselves except those of the Happy Venture reading scheme. All the rest are to be read aloud by the parent or teacher and the child or children encouraged to narrate (see Teacher's Handbook pp. 7-9) the substance of what has been read to them.

TESTS

Test papers (with answers) in English, Mathematics and General Knowledge will be supplied as part of the course.

THE PNEU JOURNAL

The PNEU Journal is issued quarterly and contains articles of general educational interest as well as information on PNEU.

RECORDS

In the United Kingdom, local education authorities are required to satisfy themselves that the education of all the children in their area is adequate. Parents responsible for home-school pupils must keep a Record of Work and an Attendance Register as they may receive visits from LEA Inspectors or Education Welfare Officers. In some other countries similar conditions may be encountered.

SYLLABUS

RELIGIOUS KNOWLEDGE

The PNEU educational system was founded on sound learning and the Christian religion. Most of the families enrolled still find its emphasis on Bible readings and stories of essential value, but we recognise that parents with other religious beliefs or views may wish to present Religious Knowledge in a different way or to omit it from the time-table.

The BIBLE: any edition

Recommended for those who wish to use a simplified version: A Child's Bible — Old Testament (Piccolo, £1.25). A Child's Bible — New Testament (Piccolo, £1.00). Stories from the Bible (Old Testament) by Walter de la Mare (Faber, £2.75).

Choose suitable stories from the Old and New Testaments. After the reading or telling encourage the child to talk about the story and, if the subject

i38p4cmcl12

TIME - TABLE

4

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00- 9.20	Religious Knowledge	Religious Knowledge	History	Religious Knowledge	Religious Knowledge
9.20- 9.40	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
9.40-10.00	Creative Writing	History	Geography	Tales	Poetry
10.00-10.40	B R E A K				
10.40-11.00	Reading	Reading	Science	Reading	History
11.00-11.10	Writing Practice	Writing Practice	Writing Practice	Writing Practice	Writing Practice
11.10-11.30	Games	Tales	Games	Picture Study	Reading
14.00-14.20	Singing	Nature Walk	Reading	Outdoor Geography	Singing
14.20-14.40	Art & Craft	Nature Walk	Art & Craft	Outdoor Geography	Physical Education
14.40-15.00	Art & Craft	Nature Notebook	Art & Craft	Outdoor Geography	Physical Education

lends itself to it, to draw a picture of the incident and explain his drawing afterwards. Sometimes there can be a link with Craft and a simple model will be a better illustration than a picture.

Supplementary material

Ladybird 'Easy Reading' Books (24p each).

1. Jesus the Helper; 2. Jesus the Friend; 3. Baby Jesus; 4. Children of the Bible.

Ladybird Bible Stories (24p each).

1. The Child in the Temple; 2. The Shepherd Boy of Bethlehem; 3. The Little Lord Jesus; 4. Joseph; 5. Moses, Prince and Shepherd; 6. Two Stories Jesus Told; 7. Daniel; 8. Jesus by the Sea of Galilee; 9. Jesus Calls His Disciples; 10. Naaman and the Little Maid; 11. St. Paul; 12. Peter the Fisherman.

My Good Shepherd Bible Story Booklets (Concordia, 20p each)

Old Testament: Bible Heroes

People God Chose

New Testament: Jesus with Us

Jesus Helps People

Jesus and His Friends

Our Saviour Lives

My Good Shepherd Bible Story Jig-saw Puzzles
(Concordia, 45p each)

Noah's Ark; Crossing the Red Sea; Daniel in the Lion's Den; Nativity; Jesus and the Wise Men; Jesus Stills the Storm; Good Shepherd; Feeding the 5000; The Good Samaritan; Zacchaeus in the Tree; Jesus Rides into Jerusalem; The First Easter.

Reference books: Animals, Birds and Plants of the Bible by H. I. Rostron. Life in New Testament Times by R. R. Gower (Ladybird, 24p each).

ENGLISH

Reading

Pupils who have completed Stage Two in Preparatory Class should now begin Stage Three.

The Happy Venture Reading Scheme (Oliver & Boyd)

Stage Two:

OUR FRIENDS (53p)

OUR FRIENDS WORKBOOK (30p)

SATURDAY PLAY (53p)

LIBRARY BOOKS 11-15 (82p the set)

Stage Three:

GROWING UP (65p)

GROWING UP WORKBOOK (30p)

NOW FOR SOME STORIES (65p)

LIBRARY BOOKS 16-21 (88p the set)

238p6cmC112

Stage Four:

HOLIDAY TIME (70p)
HOLIDAY TIME WORKBOOK (35p)
FAR AND WIDE (70p)
LIBRARY BOOKS 22-27 (94p the set)

Recommended for those who wish to do extra phonic work:

Sounds for Reading by M. O'Donnell and R. Munro (Nisbet)

Book 2 (96p)
Guidebook for Book 2 (£1.06)
First Workbook (2) (43p)
Second Workbook (2) (43p)
Book 3 (96p)
Guidebook for Book 3 (£1.06)
First Workbook (3) (43p)
Second Workbook (3) (43p)

Book 2 can be used when a child is able to recognise about 150 words. It studies the consonants and the common consonant combinations and works on the five short vowels used medially or as part of a 'family' ending.

Book 3 leads a child to perceive the blend of two sounded consonants as a unit of sound and makes him aware that two dissimilar simple vowel symbols may form a letter pattern denoting a single sound. The ending -ing is introduced and also the effect of e-mute on the preceding vowel.

Sounds for Reading is not part of the Happy Venture scheme and most children will find sufficient phonic work in the Happy Venture books to enable them to master the sounds of letters.

Teaching Reading

There is no one way to teach reading, but the methodical use of a good reading scheme cannot be bettered. PNEU has selected a reliable scheme, the Happy Venture. It combines two methods of teaching reading, whole word recognition and phonic work, so that each approach reinforces and supplements the other. (In phonic work emphasis is placed on the sound values of individual letters, or groups of letters, with the object of helping the child to blend sounds to form words).

Most children have made some progress in learning to read by the age of six and a pupil beginning PNEU work in this class will be transferred to the stage in the Happy Venture scheme which the tutor considers corresponds to that reached in the reading scheme already used.

A pupil who completes the scheme before the end of the year should be encouraged to acquire a wider vocabulary by reading as widely as possible. The tutor will supply suitable book titles at the parent's request.

238p7cmC112

Words and Meaning

It is necessary for children to know the words they meet in a book if they are to be able to read it. Meeting too many unknown words destroys confidence in the ability to master the reading process though it will do no harm to have the odd word here and there that has to be puzzled out or asked about. At the end of each reader in the scheme there is a list of all the new words it introduces, with an indication of the page where the word occurs for the first time. These lists are very useful when a parent or teacher is preparing games to teach the words the child is going to meet.

Repetition is essential for acquiring reading skill. It occurs in the readers and the workbooks supplement this by a variety of activities which are all forms of repetition. The workbooks are an important part of the scheme, not just a spare-time activity. Their use should be supervised as carefully as that of the other books so that the child gets the best out of them.

Sections of a book may be prepared by teaching new words in one of the following ways:

- (a) Word matching — where two identical sets are made of the words to be learned, one for the teacher and one for the child. Words might be printed with a felt pen on pieces of card. The teacher displays a card and says the word carefully; the child has to find the matching card in the other set and read the word from it.
- (b) Word Snap — a version of the card game using the cards made for (a). When both players (two children or teacher and child) play the same word instead of calling "Snap!" the word on the card is to be called. The one who calls first wins the cards already played and the one who finally holds all the cards wins the game.
- (c) Word collecting — using cards as in (a) and (b) but with a hole punched in the corner of each one. Only one set is necessary. The cards are spread out and read aloud several times by the teacher who gathers them up between each reading. The child then spreads them out and tries to read them, keeping all those read correctly on a key-ring or something similar.

In all these activities make use of other words besides those you are trying to teach and, as the child progresses, choose some from the section of the book already read so that there are always familiar old friends among the strangers.

Short common words like **a, as, and, at, are, has, had, have, him, his, they, the, I, me, you, he, she, it, in, on, is, of, off, one, this, and that** occur very often in reading and must be instantly recognisable and not confused with each other. Words of this type should be included in each word activity so that in time they become familiar.

Suggested method for use of scheme

Stage Two (Term 1)

Our Friends

1. Before beginning the book teach the words in the first column of the word list on Page 52. Pages 1-7 are then read aloud by the child. Consolidate by working through pages 3-7 in the workbook. This may take several lessons; the child reads aloud instructions like "Make the shoe red" before doing the colouring. The teacher gives whatever help is necessary.
2. Teach words in the second column and the two words for page 17. Pages 8-17 are read. Complete pages 8-17 in workbook. For revision re-read pages 1-7 of the reader.
3. Teach the words in the word list for pages 18-30. Pages 18-30 are read. Complete pages 18-23 in workbook. Revise by reading pages 8-17.
4. Teach the words for pages 31-42. Pages 31-42 are read. Complete pages 24-30 in the workbook. Revise pages 18-30 by reading.
5. Teach the rest of the words on the list and do some phonic work from pages 54 and 55, pointing out families of words that:
 - (a) have the same internal vowel sound
 - (b) rhyme because they have not only the same vowel sound but the same consonant or group of consonants at the end. Simple rhymes might be made up with the teacher giving one line and the child supplying the other.

Pages 44-49 are read. Then the questions on page 50 are read and answered, the word game on page 51 is played and the riddles are read and answered. This will be consolidated by finishing the remaining pages of the workbook.

6. Library Books 11-15 are read.

Saturday Play

1. Teach the words for pages 3-26 (word list on page 64). Pages 3-26 are read aloud. It will probably be a good idea to make the little basket — with or without the decorative red berries — but the teacher may decide against making paper snow.
2. Teach the words for pages 27-47. Pages 27-47 are read.
3. Teach the words for pages 48-63. Pages 48-63 are read.

Stage Three (Term 2)

Growing Up

1. Teach the words for pages 1-25. Pages 1-25 are read. Follow by pages 2-9 in workbook. Re-read 1-25.
2. Teach the words for pages 26-43. Pages 26-43 are read. Follow by pages 10-15 in the workbook. Re-read 26-43.
3. Teach the words for pages 44-60. Pages 44-60 are read. Follow by pages 16-21 in the workbook. Re-read 44-60.
4. Teach the words for pages 61-79. Pages 61-79 are read. Follow by pages 22-27 in the workbook. Re-read 61-79.
5. Teach the words for pages 80-86. Pages 80-86 are read and the riddles guessed (88). Follow by page 28 to the end of the workbook.
6. Library Books 16-21 are read.

Now For Some Stories

It should be possible to read this book without previous preparation. Take "The Brave Little Duck" for the first lesson and see if the child can manage to read it by being told, or by working out, the one or two new words on each page.

If no difficulty is experienced the child should continue reading the book (aloud) for as many lessons as it takes to complete and then, for revision, will answer the questions on page 88 and do the drawings asked for on page 90.

If it is clear that preparation of the work is still needed two or three stories at a time may be prepared as with the earlier books.

Stage Four (Term 3)

Holiday Time

If it is necessary for words to be taught before the reading it will probably be better to use some new method so that the child does not become bored. The words for the first two stories might be taken for writing practice (words for pages 1-18 from the list on page 122). The child should repeat them as they are written down or traced over.

It is probable that this will not be necessary and the child will have enough confidence to accept the new words as they come in each story.

The workbook is still important but the way of using it is different at this stage. It is now a text book and the drawings and written answers are to be put into a notebook kept by the child for this purpose.

pages 1-8 of the workbook refer to the stories:

Off for the Holidays
At the Seaside
Bombo the Elephant

pages 9-20

The Merry-Go-Round
How Dick and Malcolm Saw the Circus
The Nasturtiums that Were Too Proud for their Boots

pages 21-30

Joey the Kangaroo
We See the Ships
Down Goes a Lifeboat

pages 31-34 (except section C)

The Picnic
Good-bye Seatown!
The Last Day of the Holidays

pages 34 (section C) to the end

Ming the Panda
The Chimpanzees' Tea Party
Small Silver Bear Who Slid from the Sky

After completion of Holiday Time, Library Books 22-27 are read.

Far and Wide

By the time this book is reached it should be possible for the reading to be done without preparation and children simply read the book through at their own speed.

Far and Wide completes the Happy Venture scheme.

Leisure Reading (to be read aloud)

More Tales of Shellover by Ruth Ainsworth

Albert by Alison Jezzard

A Gift from Winklesea by Helen Cresswell

The Owl Who Was Afraid of the Dark by Jill Tomlinson

Teddy Robinson Himself by Joan G. Robinson

The Adventures of Galldora by Modwena Sedgwick

Yours Ever, Sam Pig by Alison Uttley

Stories for Six-year-olds edited by S. & S. Corrin

These are Young Puffins, now costing approximately 45p each, but prices are constantly rising.

Poetry

THE YOUNG PUFFIN BOOK OF VERSE (60p)

The Merry-Go-Round edited by James Reeves (50p)

Children choose two or three poems each term and learn them.

Writing

EVERYDAY WRITING, BOOK 2 by Ruth Fagg (U.L.P., 59p)

The Everyday Writing scheme aims at teaching a clear, simple handwriting where the letter shapes are based on patterns formed by natural, rhythmic movements. There are no unnecessary strokes or loops.

At this stage, perfection of letter formation and absolute regularity of patterns is not to be expected. All that is required is that children learn to form the letters in the correct way, that is they do not start in the wrong place or work backwards.

Creative Writing (oral only)

Imagine, Look and Talk by Wallace Eyre (Blackwell, 88p)

This may be simply oral work or may be taken down by the parent or teacher at the child's dictation.

Language (oral only)

Exploration English, Book 1 by J. C. Gagg (Evans, £1.18)

This aspect of English is necessary only for those children who have already completed the Happy Venture or some equivalent reading scheme. About eight chapters a term should be covered but no written work is necessary.

Tales

(a) Choose stories from one of the following books, or any other good collection of folk or fairy tales.

BRITISH FAIRY TALES (Blackie, 95p)

OLD PETER'S RUSSIAN TALES (Puffin, 50p)

FAIRY TALES FROM THE ARABIAN NIGHTS (Dent, £1.50)

GRIMMS' FAIRY TALES (Puffin, 50p)

(b) **AESOP'S FABLES** (Dent, £2.10 or Piccolo, £1.00)

JUST SO STORIES by Rudyard Kipling (Piccolo, 40p)

MATHEMATICS

NUMBER NEWS, BOOKS 5, 6, 7 and 8 by Constance Milburn (Blackie, 40p each). STARTING POINTS 2 and 3 by C. A. Sims (Schofield & Sims, 25p each).

The Mathematics scheme for Year 2 should ensure that, by the end of Term 3, pupils are able to:

- count to 100
- count in 2's to 100
- count in 5's to 100
- count in 10's to 100
- know all number combinations of 20 (number bonds)
- know signs $+$ $-$ \times \div $=$
 - and work out addition, subtraction, multiplication and division sums using small numbers.

cut and fold $\frac{1}{2}$ and $\frac{1}{4}$

recognise — square, rectangle, circle, triangle.

Mathematical apparatus

This will be used throughout the year and should be improvised as much as possible.

Counters may be seeds, dried peas, buttons, beads, shells, used matches or any other countable objects. Cubes, such as building blocks left over from the baby stage or big, square wooden beads, are always useful.

If some commercially produced apparatus is required, information may be obtained about prices from Galt's, P.O. Box No. 2, Cheadle, Cheshire.

Written Work

For recording work done from the Number News books, it will be better to make little booklets of a few pages than to use a thick exercise book which will become tattered and dirty after a time. A few pages can be sewn or stapled together and the outside cover made of brightly coloured wall-paper or gift wrapping paper.

Scheme of Work

Term 1 (a 15 minute lesson each school day)

Use pages 1 to 8 in **Starting Points 2** to revise addition and subtraction by a different kind of activity. While doing this, begin to work from **Number News, Book 5**, adding rather larger numbers than those already handled. Apparatus

is to be used to work out the sums if necessary — or a child may prefer to use it to check an answer already arrived at mentally.

Complete **Number News, Book 5**, and the first nine pages of **Number News, Book 6**. While doing so, work through the rest of **Starting Points 2**, omitting pages 9, 12, 13, 14, 27. Page 28 should be attempted only if the child is eager to learn how to tell the time. If it is a worry it can be left for later. If a child is intrigued by the puzzles on page 29 they should be done but if they are merely bewildering they should be omitted.

Term 2 (a 15-20 minute lesson each school day)

Complete **Number News, Book 6**. Explain that a sum like $17 - 12 = 5$ is the same as

$$\begin{array}{r} 17 \\ - 12 \\ \hline 5 \end{array}$$

Give practice in both these ways of setting out the subtraction sums. When page 12 is reached and there is a sum like:

$$\begin{array}{r} 20 \\ - 2 \\ \hline \end{array}$$

it will probably be best for a parent to teach the method of subtraction she uses herself, as this will come easier to her.

Revise addition with pages 1 to 4 in **Number News, Book 7**. Explain that these sums too can be set out with one number under the other and two lines drawn to hold the answer.

T for tens and U for units can be written above the appropriate column but most children find this is not necessary, once it has been established that the units are on the right-hand side and the working of addition and subtraction sums must begin there.

Points to get across to the child are:

- that no number bigger than 9 can appear in the units column
- that a ten carried over from the units column becomes one (one ten) in the tens column.

Prepare for multiplication work by pages 2 to 5 and 8 to 14 in **Starting Points 3**.

238p14cmcl12

Term 3 (a 20 minute lesson each school day)

Begin multiplication with page 5 of **Number News, Book 7**. Explain that $3 \times 2 = 6$ is the same as $2 + 2 + 2 = 6$ and so on. Work through the rest of the book.

Vary this with work from **Starting Points 3**, page 16 onwards — omit the block graphs on pages 20 and 21.

Use the 100 squares on page 23 or on the back cover to work out the tables from 2 to 5. The child can begin to learn these once they are understood. At this age, memorising is not a problem and it is only sensible to make use of the facility a child has for retaining facts if they are presented rhythmically.

Prepare for division work by playing with groups of counters — seeing how many times 2 can be taken from 4, 6, 8 etc. — how many times 3 can be taken from 6, 9, 12, etc. Work through pages 1 to 8 inclusive of **Number News, Book 8**.

Work through the remaining pages of **Number News, Book 8**, to revise all four number processes. (Explain the different ways of setting out multiplication and division sums on pages 11 and 12).

HISTORY

Children have very little sense of time. A time chart will greatly help to develop this concept. It is well worth trying to find a fairly large stretch of wall somewhere in the house, or at least under cover, and using it for this purpose.

A child who is to spend several years in the home schoolroom will derive much help and pleasure from a time chart and it is possible to benefit from it even in one year. Attention should be drawn to what has previously been seen or heard so that this is incorporated with newly acquired knowledge and gradually a background of historical knowledge is built up.

To make the chart a horizontal line should be painted or pinned on so that pictures and written work can be pinned on both sides of it. Label the line in centuries (or ages for prehistory) but make the labels movable so that extra space may be available when required. The child's own work may be put up and magazine pictures, postcards, picture cards, etc. may all be used. Many items may be incorporated apart from straightforward historical studies, e.g. environmental details, scripture, book reviews of historical tales, poems, architecture, exploration, inventions etc.

238p15cmcl12

FROM CAVEMEN TO VIKINGS by R. J. Unstead (Black, £1.12) and
FROM CARACTACUS TO ALFRED by R. J. Unstead (Black, 76p)

Both books should be used throughout the year. If a pupil has worked with the book "Days before History" in Preparatory Class the parent may prefer to begin work set for Term 2, as Term 1 would be revision of some work previously covered. However a child who has become interested in prehistory may welcome the chance to hear more about it.

The suggested division of the books over the three terms is as follows:

Term 1: Cavemen to Vikings pp. 5-25

Term 2: Cavemen to Vikings pp. 26-46
& Caractacus to Alfred pp. 4-49

Term 3: Cavemen to Vikings pp. 47-63
& Caractacus to Alfred pp. 50-94

The following list of activities and suggested topics to choose from may be of use, but parents are free to deal with this subject in any way they please, according to the child's ability and interests.

Term 1

What to look for when selecting a site for a home in primitive conditions — shelter, wood supply, stream or spring, berries, nuts, animals available for food.

Explaining tools — something a human used to help him perform a task which would be difficult or impossible for him to do unaided: find a simple item e.g. a bone or a piece of rock and think how it could be used — try to use it for that task.

Try to make a fire.

Animals — how did men of the Old Stone Age make use of them? See if you can collect enough from what grows round about to make enough for a meal. (Take care not to poison yourself). How did early men discover what was bad to eat?

How and why did people then move about on water? Try to make a little boat that will float.

Find as large a piece of flat rock as you can and paint a picture on it of an animal which could be hunted for food. See if you can manage to use only natural materials, i.e. twigs for brushes, wood ash, charcoal, earth, dye from leaves and bark for paint.

Make a list of all the domestic animals you know. Draw some of them. Learn the words **domestic animals**.

What a herdsman does. Learn the words **nomad** and **nomadic**. Try to think of people who live a nomadic life now.

Make a shelter from branches, leaves, mud, etc. Will it keep out the wet?

Try to think of all the things men learned to do from the very earliest times until the end of the Stone Age.

Try to grind some grain and, perhaps, bake a flat cake of bread.

Try to make a model wheeled cart or a coracle.

How iron is different from copper.

Try to make a spindle and spin some wool: do some simple weaving.

See how many different coloured dyes you can make with local plants, bark, roots, berries.

Dress a small doll in Iron Age clothes — made from materials you have woven if possible.

Make a model lake village.

238pl6enc1/2

Term 2

Early specialised crafts or skills.

Trading — including its invisible advantages e.g. exchange of ideas, friendship, settling in new places.

Barter — how it is done.

Find Rome on a map of Europe. What language did the ancient Romans speak? Does anybody speak it today?

Find out about Julius Caesar, Caractacus, Boadicea, Agricola, St. Alban.

What would it be like to be a Roman boy or girl?

Term 3

Make a model Anglo-Saxon armoured jerkin from an old shirt or tee-shirt and milk bottle tops (washed) or foil.

A model or a picture of a Saxon Hall.

Make a model shield and sword — like King Alfred's.

Made a candle clock.

GEOGRAPHY

ABOUT ANIMALS (Queensway Junior Geography, Book 1) by E. J. Barker (Evans, £1.18).

Term 1: pp. 5-23

Term 2: pp. 24-42

Term 3: pp. 43-63

The text book offers ample suggestions for activities, questions, art and craft and discussion. Every opportunity should be taken to link the work with the child's own environment and experience.

SCIENCE

- (a) Choose topics from Science 5-13 EARLY EXPERIENCES (Macdonald, £2.06) and OURSELVES (Macdonald, £1.77)

Science at all levels involves an exploration of the environment. Young children build up their knowledge and understanding of everyday things and experiences by exploring their surroundings. The two books recommended for use in Year 2, **Early Experiences** and **Ourselves**, provide a wide variety of things to do.

Early Experiences: the broad aims of the 5-13 course are given on page 97 and the more specific objectives for infants are outlined in the Introduction (pp. 1-3). A list of useful materials for the course is given on page 95.

238pl7enc1/2

From a preliminary look at the list of contents, the teacher will see that some items have been grouped together to form topics which can be attempted whenever the weather is suitable, but apart from these weather orientated items, the topics can be taken in any desired order. The teacher will find that the text gives clear guidance for the introduction and development of each topic. **Looking at one another** which appears on page 81 is developed fully in the book **Ourselves**.

Ourselves: the Introduction (pp. 1-3) explains how to make a start and also gives an example of how the topic may be developed. Unless the children are particularly keen to continue with measuring, it would be advantageous to vary the approach as indicated in the diagram on page 3. Some of the suggestions made here are obviously intended for older children and should be left until later in the course.

If preliminary work fails to initiate lines of enquiry, it would be as well to start with the chapter **Legs and Feet**, as this offers considerable variety. Continue with **Some Games and Us** which might help with the introduction of items from **Arms and Hands**, **How quick are You** and **Body activities**.

- (b) Science Discovery through Reading (Harrap, 59p each)

Term 1: HENRY BEAR WONDERS WHY

Term 2: HENRY BEAR WANTS TO KNOW

Term 3: HENRY BEAR FINDS OUT

There should be as much outdoor observation as possible. Children should be encouraged to find and name flowers, watch animals and birds, and keep a Nature Diary.

Recommended for pupils in the U.K. Looking at Nature by E. Proctor: Nature Awake and Asleep (Book 1) (Black, 88p) or Nature at Home (Book 2) (Black, £1.00).

PICTURE STUDY

One artist will be studied each term. Reproductions of pictures by the artist for the term are obtainable from PNEU Office (PNEU, £1.00 each)

For general approach and method of taking lessons see the Picture Study section in the Teacher's Handbook.

ART & CRAFT

For teacher's reference: Art and Craft in the Primary School by J. Dean (Black, £2.65). Young Art by J. F. Lacey (Van Nostrand Reinhold, £2.70).

238p18cmcl12

Freedom to experiment and improvise is more important at this stage than neatly executed, finished productions. Self-confidence and ingenuity are to be encouraged.

Art work should be large and bold, using crayons, pastels, charcoal, chalks or powder paint on big sheets of sugar paper if this is available; large brushes should be used with the powder paint. If possible, allow the child to paint standing in front of a small easel or improvised support for a drawing board and encourage him to walk away and look at his work from a distance. Allow plenty of opportunity for purely imaginative work and for illustrations of stories heard in class.

Craft work should be simple and usually finished in one lesson. Few children of this age are able to remain interested in a piece of work that has to be left aside for a few days or perhaps a week until the next lesson.

Suggestions

1. Work with torn, coloured paper, the child making pictures with paper instead of paint — pieces of paper can be large or small and might be torn from pictures in magazines, adverts in newspaper colour supplements, etc. This does not mean that these pictures are cut out whole, or that parts of them — flowers, birds, ships, etc — are chosen because of what they represent. These magazines are used just for the sake of providing pieces of coloured paper for the child to use. Gummed or ungummed coloured paper may be bought from school stationers but it is expensive and the colours are often harsh and glaring. Magazine pictures and adverts can be very subtle in colouring and often make use of a wide variety of shades. When a child is used to working with torn, coloured paper he can begin to cut some pieces if he finds this more useful for his purpose. For this provide round-ended scissors that really can cut — blunt so-called 'baby scissors' are a waste of money. A child should not begin this kind of work by cutting as this leads to too much fiddling about trying to cut out the right shape and not enough concentration on the picture as a whole.
2. Collage work — this makes use of cloth, seeds, twigs, wool, etc. as well as paper and paint to build up a picture or pattern.
3. Modelling with clay — or, if this is not available, a mixture of two parts of plain flour to 1 part of salt, plus a tablespoon of powdered alum (from the chemist) and enough water to make it firm for modelling. This mixture will harden and can be painted.
4. Modelling with plasticine which does not harden and can be used repeatedly: one colour plasticine is preferable. If several colours are used the effect is very streaky when they are mixed together, as they are bound to be when the child wants to destroy what he has made and begin again. Some disadvantages to plasticine are that it cannot be painted and some children strongly dislike the smell and feel of it.

MUSIC

For singing: THE OXFORD NURSERY SONG BOOK edited by Dr. P. Buck (Oxford, 90p).

Appendix 2 gives a list of records suitable for use in teaching. A longer list of records and cassettes, recommended as "Music for Enjoyment", can be obtained from the PNEU on request.

238p19cmcl12

PHYSICAL EDUCATION

Daily exercise, e.g. walking, swimming, dancing, skipping and games.

Music and Movement records (EMI 7EG 8727 and 8) can be obtained from Harrods (Export Department).

SOMETHING TO DO (Young Puffin, 50p): this book contains not only suggestions for games to play but ideas for craft work, verses, simple recipes, information about pets and natural history. The seasonal activities are related to the British seasons and weather but even this section could be of interest to overseas pupils.

APPENDICES

1. Educational Materials

Pads of plain paper for writing and number work
(lines can be drawn by you as needed)

Kitchen paper and/or sugar paper for drawing and painting

Pencils (B or 2B)

Felt tipped pens

Wax crayons

Pencil sharpener

Poster paint or powder colours

Gummed or ungummed coloured squares

Modelling material — clay or plasticine

Cold water paste

Large paint brushes

Selection of chalk/pastels/charcoal

Scrap books

Scissors (round ended)

Card for reading activities and modelling

Ruler for drawing guide lines for letters and figures

Optional

- Cubes — building blocks
- Lego
- Some simple tools

Collect

- Jars, bottles, beads, beans, buttons, shells, etc.
- Magazines with coloured pictures
- Containers for equipment

2. Music for Teaching

A selection of records and cassettes for teaching purposes is given. Other titles are available. The Export Department of Harrods Ltd., Brompton Road, London, SW1X 7QX will deal with any orders.

	Record	Cassette
Carols	Music for Pleasure 1339	Musicway TC 1339
Singing Games	Kiddicraft 6-105, 6, 7, 8	—
Tunes for Children	EMI 7EG 8575-6	—

There are also many records and cassettes of stories for children e.g. fairy stories, traditional stories, modern books.

3. Music for Enjoyment (P.5.)

We shall be pleased to send on request a list of records and cassettes compiled under the following headings:

- Quiet, Dignified Music
- Lively, Tuneful Music
- Descriptive Music
- Stories in Music

4. Reference Books

A list of reference books will be sent on request. Though really meant for older children, it will serve to lay the basis of a library to be used as the child grows.

5. Charlotte Mason's Educational Principles

The PNEU was founded in 1891 by Charlotte Mason and based its work on principles worked out by her several years earlier when teaching young children. They are still valid and, though modern knowledge permits refinements in theory and method, they are set out below as a guide to the PNEU system.

1. Children are born persons.
2. They are not born good or bad, but with possibilities for good or for evil.
3. Authority and obedience are necessary but must be limited by the respect due to the personality of children which must not be encroached upon.
4. We are thus limited to three educational instruments: the atmosphere of environment, the discipline of habit and the presentation of living ideas from which arises the PNEU motto: Education is an atmosphere, a discipline and a life.
5. *Education is an atmosphere* means that a child should not be isolated in a specially adapted "child environment" but we should take into account the educational value of his natural home atmosphere and let him live freely among his proper conditions.
6. *Education is a discipline* means the discipline formed definitely and thoughtfully, of mind or body.
7. *Education is a life* means the need of intellectual, moral and physical sustenance.
8. The child's mind is no mere receptacle as the Herbartian doctrine says but is rather a spiritual *organism* with an appetite for all knowledge.
9. *Education is the science of relations*, i.e. a child has natural relations with a vast number of things and thoughts.

Continued overleaf

i38p22cm112

10. A syllabus must therefore include three points:
 - (a) A child requires much knowledge, for the mind needs sufficient food as much as the body.
 - (b) The knowledge should be various to satisfy curiosity.
 - (c) Knowledge should be communicated in well-chosen language because his attention responds naturally to what is conveyed in literary form.
11. The educability of children is normally greater than has hitherto been supposed and is but little dependent upon circumstances such as heredity and environment.
12. There are two guides to moral and intellectual self management to offer to children; the way of the will and the way of the reason.
13. Children should be taught as they become mature enough to understand such teaching that the responsibility that rests on them as "persons" is the acceptance or rejection of ideas.
14. No separation between the intellectual and spiritual life of children can be allowed to develop.

18p23cmcl/2



Parents' National Educational Union

Murray House, Vandon Street, Buckingham Gate, London SW1H 0AJ

THE PNEU SCHOOL

EDUCATIONAL PROGRAMME 87

This Programme is designed for use only with pupils in PNEU Schools and in the Home Education Division. It must not be lent or used for any other purpose.

"Children are born persons" – Charlotte Mason
PNEU Motto: "I am, I can, I ought, I will"

GENERAL NOTES

CONTENTS

This Programme sets out the syllabuses and book lists for the year. The Teacher's Handbook is complementary to it and should be studied before the Programme is put into use.

Essential books are printed in capitals. Other books are optional but would be valuable for supplementary or reference purposes.

The Programme for each form is planned to cover one year's work, divided into 3 terms of 12 weeks each. As enrolments occur throughout the year, new members will normally begin with Term 1 and complete an assessment report on Form R5 before beginning Term 2.

SUPPLIES

Books

An adequate range of books is essential for the PNEU course. The initial books required will be supplied by PNEU tutors and despatched to members

139 P20mc112

overseas by surface mail or, if requested, by air mail. The appropriate postal and handling charges will be debited. Members going abroad are advised that books should be obtained before departure if possible.

Subsequent requirements of books may be ordered from the PNEU by post on Form R7. 25% of the cost of the books should be added to the payment for postage and handling if sent by surface mail, and 75% if required to be sent by air mail.

Members may find that some books are unobtainable and alternatives will be sent in their stead.

The price given in the Programme is that in force at the time of going to press.

Materials

A list of the educational materials required is set out in Appendix 1. They may be obtained from any firm of educational suppliers. Harrods (Export Department) would be able to supply most of the requirements.

Families going overseas are recommended to obtain these materials before departure.

THE TEACHER'S HANDBOOK

This is a condensed guide to the theory and practice of home teaching which should be used in conjunction with this Programme. It contains advice on how to understand the growing child as well as on how to teach him. Each subject is dealt with in a separate section. It has been kept brief so that even the busy parent can study it.

ASSISTANCE IN TEACHING

The circumstances under which home teaching takes place vary enormously. Parents are advised to seek assistance from friends and colleagues wherever it is appropriate. Not only is a subject or a hobby taught by another person a welcome change but real ability can in this way be harnessed, whether it be mathematical, technical or musical.

THE CURRICULUM

The PNEU course deliberately covers a broad range of subjects. Our aim is to produce soundly educated children who will develop into mature, cultured adults. The PNEU child is marked by a high standard of literacy, mathematical competence, a wide field of knowledge and an enquiring mind.

139 P30mc112

At this stage, the child will not 'study' subjects but will read and talk about stories, will make models and articles related to the subjects and will act, mime, paint and draw to acquire a better understanding of each topic.

In Year 6 children should be able to read their textbooks for themselves. In the home schoolroom books should be read aloud from time to time to make sure there is fluency and understanding. Pupils should be encouraged to narrate (see Teacher's Handbook pp. 7-9) the substance of what has been read.

TESTS

Test papers (with answers) in English, Mathematics and General Knowledge will be supplied as part of the course.

THE PNEU JOURNAL

The PNEU Journal is issued quarterly and contains articles of general educational interest as well as information on PNEU.

RECORDS

In the United Kingdom, local education authorities are required to satisfy themselves that the education of all the children in their area is adequate. Parents responsible for home-school pupils must keep a Record of Work and an Attendance Register as they may receive visits from LEA Inspectors or Education Welfare Officers. In some other countries similar conditions may be encountered.

SYLLABUS

RELIGIOUS KNOWLEDGE

Use any edition of the BIBLE. The New English Bible and other modern translations are particularly appropriate.

Wherever possible correlate your work with Art, English, Nature Study and other subjects.

Modern translations of the Bible: The New English Bible — illustrated edition (British and Foreign Bible Society, £1.00). The Jerusalem Bible — School Edition (Darton, Longman & Todd, £2.00).

Old Testament

Term 1: I Samuel chapters 18-31

Term 2: II Samuel chapters 1-19

Term 3: I & II Kings

39p4cmc1/2

TIME-TABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 – 9.30	Religious Knowledge	Religious Knowledge	Creative Writing	Religious Knowledge	Religious Knowledge
9.30 – 10.00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
10.00 – 10.30	History	English Language	History	Geography	Literature
10.30 – 10.50	BREAK				
10.50 – 11.10	French or Dictionary Work	Writing	Dictation	French or Project Work	Writing or Latin
11.10 – 11.40	Literature	Outdoor Geography	Literature	English Language	Leisure Reading
14.00 – 14.30	Music Appreciation or Singing	Picture Study	Nature Walk	Art and Craft	Science
14.30 – 15.00	P.E.	Art and Craft	Nature Walk	Art and Craft	Science
15.00 – 15.30	P.E.	Art and Craft	Nature Paintings & Notebook	Singing	P.E.

139/PSOME112

New Testament

Term 1: St. Luke chapters 1-8

Term 2: St. Luke chapters 9-18

Term 3: St. Luke chapters 19-24

ENGLISH

Language

At this stage a child should be able to do all the written work required by the Language book set but this will probably be unnecessary as some exercises can be very satisfactorily done orally. Some oral work should always precede a written exercise.

BETTER ENGLISH, BOOK 5 by R. Ridout (Ginn, £1.36)

Term 1: pp. 7-43

Term 2: pp. 44-79

Term 3: pp. 80-111

Highly recommended: A Children's Working Dictionary by A. J. Arkley (Nelson, £1.12) and Let's Work with the Dictionary (Nelson, 59p)

For more formal grammar: First Grammar Lessons by Charlotte Mason, Parts 1 & 2 (PNEU, 10p each).

Practice and reference

Pupils who have used the earlier books in the Everyday Writing series by Ruth Fagg should use for writing practice Book 5 (U.L.P., 56p).

Spelling and dictation work may be done from the later part of Essentials in Teaching and Testing Spelling by F. J. Schonell (Macmillan, 59p).

For reference: The Little Oxford Dictionary (£1.40)

Creative Writing

TOWARDS CREATIVE WRITING 2 by S. Lane & M. Kemp (Blackie, 88p)

Suggestions for dealing with this subject are to be found in the Teacher's Handbook.

239p6emc112

Literature

Set Fiction

Choose at least two books each term.

Term 1: PUCK OF POOK'S HILL by Rudyard Kipling (Piccolo, 50p)
ROBIN HOOD by Carola Oman (Dent, 55p)
THE SECRET GARDEN by Frances Hodgson Burnett (Puffin, 50p)

Term 2: THE ARMOURER'S HOUSE by Rosemary Sutcliff (Oxford, 35p)
THE GHOST OF THOMAS KEMPE by Penelope Lively (Piccolo, 45p)
KING ARTHUR AND HIS KNIGHTS by Roger Lancelyn Green (Puffin, 60p)

Term 3: THE LITTLE DUKE by Charlotte Yonge (Oxford, £1.25)
BALLET SHOES by Noel Streatfeild (Puffin, 50p)
THE WOOL-PACK by Cynthia Harnett (Puffin, 55p)

Poetry

THE SHELDON BOOK OF VERSE 2 (Oxford, £1.47)

This Way Delight edited by Herbert Read (Faber, 75p)

Shakespeare Plays — for Schools only

Term 1: As You Like It

Term 2: Macbeth

Term 3: Twelfth Night

Leisure Reading

The Prince and the Pauper by Mark Twain (Dent, 60p)

We Didn't Mean to Go to Sea by Arthur Ransome (Puffin, 60p)

Tom Ass by Ann Lawrence (Puffin, 40p)

The Painted Garden by Noel Streatfeild (Puffin, 40p)

The Hole in the Hill by Ruth Park (Piccolo, 40p)

Tales from Shakespeare by Charles and Mary Lamb (Dent, 80p)

MATHEMATICS

Children should be trained from the outset to date and label all work.

The teacher should insist that all working be set down in a logical and orderly manner. Many children at this stage are able to do a great deal of the

239p7cmcl12

work mentally but it is essential for future learning that they learn to write down mathematically the steps in their thinking. Many children will consider this a waste of time but it should be pointed out to them that it is necessary to train themselves gradually in this way. In Mathematics mistakes cannot be found and rectified unless the working is visible.

Every child must have sufficient practice at each stage for the process concerned to become automatic. The book should supply adequate practice but more may be needed occasionally. Making up suitable questions or exercises will usually present no difficulty but, if further help is required, the tutor should be contacted.

All tables should be known thoroughly by this age. If they are not, the teacher should make sure they are learned soon and, if necessary, a table-square should be used in the meantime.

Incorrect answers may occur at this stage because figures have not been placed in the right column. This means that place value has not been properly understood and time should be spent correcting this.

Sometimes children who have been working well, come to a point where unexpected difficulty is encountered. This is often caused by insecure foundation work of the process concerned. When this occurs go back to the beginning and work through, until the point of not understanding is reached and teach from there.

Teaching

It cannot be assumed that a process has been grasped until some time has elapsed and a check made. The steps for teaching and testing are:—

- (a) teach the process
- (b) practise the process
- (c) a week or so later, revise the process — it may have to be re-taught
- (d) repeat (c) until mastery appears to have been gained
- (e) test the process
- (f) re-test from time to time

Problems

The child should be trained to:—

- (a) read through the whole question
- (b) think what it means
- (c) re-read it carefully and decide what has to be done. There are only four possibilities: addition, subtraction, multiplication or division

39p8cmcl/2

- is a larger answer expected? then + or \times
- is a smaller answer expected? then — or \div
- (d) if more than one process is required for solving the problem, break it down into steps and solve each in turn, writing down each step as it is thought out
- (e) re-read the question and check that the answer given is the answer required.

Check list

The check list is provided so that processes may be marked off as they are understood and can be applied. It is not expected that all children will be able to manage all the processes covered by the end of the year. It is something at which to aim and will draw attention to weaknesses.

The 4 processes + — $\times \div$ used in:

number to thousands
 number to two places of decimals
 money
 weight kg. g.
 capacity l. ml.
 distance km. m. mm.
 fractions with whole numbers
 long multiplication
 long division
 bills
 read any number (within reason)
 know place value of any number
 add on 10 100 1000
 subtract 10 100 1000
 multiply by 10 100 1000
 divide by 10 100 1000
 arrange numbers in order of magnitude

Time:

tell the time
 know months and days of the week
 know rhyme of the months

39p9cmcl/2

table of time from seconds to years
 read and use a time-table and calendar
 read and give times using a 24 hour clock
 rectify 'fast' and 'slow' times
 calculate intervals between given times
 understand km.p.h. and be able to do simple calculations concerning speeds

Decimals and other fractions:

convert fractions to decimals and percentages
 convert decimals to fractions and percentages
 improper fractions to mixed numbers
 mixed numbers to improper fractions
 cancelling and equivalent parts
 calculate fractional parts (vulgar and decimal) of given quantities
 e.g. $\frac{7}{8}$ of 1.5kg
 read and use a scale (plans and maps)

Shape:

know the properties of and construct accurately —
 squares, rectangles, parallelograms, trapeziums, triangles —
 right-angled, isosceles, equilateral, scalene
 lines which are perpendicular to one another
 circles — radius — diameter — circumference
 recognise and name:—
 cubes, cylinders, spheres, polygons,
 hexagons, pentagons, octagons
 use a protractor
 find perimeter and area of regular shapes and triangles
 calculate volume of boxes etc.
 fix a position on a map or chart

Sets:

make use of signs { }
 = \in \subset $<$
 \neq $\not\subset$ $\not\subset$ $>$ \emptyset

239p10cmC112

use and construct:

- graphs, symmetrical shapes, pie charts
- recognise Roman numerals
- calculate averages
- convert a denary number to a variety of bases
- find the value of x in a simple equation
- do problems in unequal division
- understand the meaning of:
 - quotient, product, numerator, denominator

ALPHA MATHEMATICS, BOOK 4 by Goddard & Grattidge (Schofield & Sims, £1.06) with ANSWER BOOK (80p)

- Term 1: pp. 1-29
- Term 2: pp. 30-61
- Term 3: pp. 62-92

or, if a pupil is having difficulty with this subject and needs to work at an easier pace, BETA MATHEMATICS, BOOK 4 by Goddard & Grattidge (Schofield & Sims, £1.06) with ANSWER BOOK (80p)

- Term 1: pp. 1-29
- Term 2: pp. 30-61
- Term 3: pp. 62-92

Recommended for the pupil who enjoys Mathematics and wants to spend extra time on it: World of Mathematics (Let's Discover Mathematics, Book 5) by L. G. Marsh (Black, 95p) with Answer Book (35p).

HISTORY

A time chart will greatly help to develop a pupil's sense of time. It is well worth trying to find a fairly large stretch of wall somewhere in the house, or at least under cover, and using it for this purpose.

A pupil who is to spend several years in the home schoolroom will derive much help and pleasure from a time chart and it is possible to benefit from it even in one year. Attention should be drawn to what has previously been seen or heard so that this is incorporated with newly acquired knowledge and gradually a background of historical knowledge is built up.

239p11cmC112

To make the chart, a horizontal line should be painted or pinned on, so that pictures and written work can be pinned on both sides of it. Label the line in centuries (or ages for prehistory) but make the labels movable so that extra space may be available when required. The child's own work may be put up and magazine pictures, postcards, picture cards, etc. may all be used. Many items may be incorporated apart from straightforward historical studies, e.g. environmental details, scripture, book reviews of historical tales, poems, architecture, exploration, inventions, etc.

Term 1: THE ROMANS AND THEIR EMPIRE (Cambridge, £1.77)

Term 2: BARBARIANS, CHRISTIANS AND MUSLIMS (Cambridge, £1.77)

Term 3: EUROPE FINDS THE WORLD (Cambridge, £1.77)

History for Year 6 attempts to give a resumé of European peoples and events from the time of the Romans to the end of the period of world discovery. Most children should have gained, during the years at Primary School, a working knowledge of the day to day life of the period — homes, costume, transport etc. in Britain. This knowledge should form a background to the wider concepts which this year's syllabus introduces. However, if a child has not had the earlier teaching, the work covered this year will give a good general base from which to work in the future.

Each book covers a term's work and the topic books that are recommended for each term would be useful additions to the pupil's bookshelf.

Term 1

The Romans and their Empire

extra topic book: The Roman Army (Cambridge, £1.12)

The following points might be considered as a basis for notes or topic work. No pupil is expected to cover all these points; it is necessary to be selective.

1. Find out about the character, appearance, dress, home and public life of a patrician. Would you have enjoyed such a life or would you rather have been a plebian?
2. Try to find some of the stories of early Rome to read if you have not read them already — Macaulay: Lays of Ancient Rome.
3. Find out about Roman government. Find out about the initials S.P.Q.R.
4. Is the 'veto' still used anywhere? If so, where and how?
5. How did the citizens of Rome become rulers of so much of the then known world? Draw a series of maps to show this development — remember to label them carefully and give the date of each stage.
6. Find out about the Punic Wars.
7. Do you think the character of the Romans changed over the centuries? If so, was it for the better or not?
8. Make a list of the advantages a Caesar had.
9. How did Rome keep in touch with her Empire?
10. What advantages did a Roman have during the time of the Empire? What were the disadvantages if any?

139p12cmcl12

11. Find out all you can about the Roman Army.
12. Study the maps on pages 64-66 carefully alongside a modern atlas.
13. How did the Romans protect their interests in Britain?
14. How did Roman power eventually end?
15. How did Christianity become the religion of the Empire?
16. Find out if the Roman Empire completely disappeared. Does the fact that it existed still affect our lives today?

Term 2

Barbarians, Christians and Muslims

extra topic book: Muslim Spain (Cambridge, £1.12)

1. There is no need to go into the various movements of peoples in detail but the maps should be studied carefully while reading the text. This will give an understanding of the beginnings of modern Europe and how peoples came to be where they are now.
2. Find out about the social structure of the migrant peoples.
3. Who were the Huns? Find out about Attila.
4. Find out about Britain in the 5th and 6th Centuries.
5. Use a map to find four place names of Roman (Latin) derivation and four of Anglo-Saxon.
6. Find out about the legend of Arthur. Do you think it is founded on fact?
7. Find out about the Welsh people — why are they so named?
8. Try to make an accurate model of an English village and its environs during the Anglo-Saxon period.
9. Try to find out more about "Beowulf"
10. Explain why you think men chose to be monks and the rules they lived by.
11. Find out the place furthest from Ireland which had an Irish bishop.
12. Explain how Augustine became the first Archbishop of Canterbury.
13. Find out about Northumbria in 627 A.D.
14. Make a list of scholars and saints in England at this time and the places and work associated with them.
15. Find out about the Byzantine Empire.
16. Find out about Muhammed and the Koran.
17. Make a list of the achievements of Islamic civilisation.
18. What stories do you know which were written at this time by Muslim writers?
19. How did the Holy Roman Empire begin? What happened to it in modern times.
20. Why do you think people migrated? Do they still do it?
21. Pretend that you are a Viking. Give yourself a name and write a story about one of your adventures.
22. How did local nobles become powerful and eventually form what became the Feudal System.
23. List the ways in which Alfred served his country.
24. Find about the first kings to rule over the whole of England.
25. Find out how England was ruled during the second half of the Tenth Century.
26. Trace the steps by which Edward the Confessor became king.
27. Find out what happened in 1066 and what resulted from it.

139p13cmcl12

Term 3

Europe Finds the World

extra topic books: The First Ships Round the World. Hernan Cortes, Conquistador in Mexico (Cambridge, £1.12 each)

1. Draw a blank outline map of the world on as large a sheet of paper as possible. Mark on it all the places mentioned which supplied Europe with goods during the Middle Ages. Add to your map from other sources you may have available.
2. Find out about Prester John.
3. What do you know of China in the 13th Century.
4. Study carefully the map and notes on page 18.
5. How did Henry the Navigator encourage exploration?
6. Find out about the navigational aids used at this time.
7. Why do we measure the speed of ships in knots.
8. Begin to make notes about the Slave Trade and add to it as you acquire more information.
9. Find out about Christopher Columbus.
10. What do you know about the sea way to the East?
11. Make some brief notes on the religions of India.
12. Find out why trading nations need bases.
13. Describe how Portugal founded, held and eventually lost her Empire.
14. Find out why the West Indies are so named.
15. Find out about the first Europeans to see the Pacific Ocean.
16. Find out about the first circumnavigation of the world.
17. Try to find out more about Cortes and the Aztecs.
18. Write briefly on the Incas, Peru and the conquest of South America.
19. Draw a map of the Americas and shade in various colours the areas of conquest — name the conquerors.
20. What were the advantages and disadvantages of Spanish rule in Central America?
21. Find out why the Indian population of New Spain dropped so rapidly during the 16th Century.
22. What did Spain do with her new-found wealth?
23. Find out what you can about the north-west and north-east passages.
24. What were the ideas behind the forming of Merchant Adventurers' Companies?
25. Why did European countries try to gain colonies?
26. What do you know about China and Japan during these centuries?
27. Find out about the Samurai.
28. Find out about Henry Morgan.
29. Read page 95 very carefully. What do you think about the points raised there?

239 p/4 cmc/112

GEOGRAPHY

THE YOUNG GEOGRAPHER, BOOK 4 by Haydn Evans (Wheaton, £1.12)

Term 1: pp. 5-28

Term 2: pp. 29-53

Term 3: pp. 54-82

Ideas for activity work will be found in the textbook.

NELSON'S JUNIOR ATLAS (Nelson, £1.12)

Pupils should be encouraged to use the atlas as this is invaluable training for later studies. However, at this age they cannot be expected to use the atlas unaided and it will be adequate simply to ensure that the child become familiar with handling it, notices the shape of countries mentioned and understands what a map is.

SCIENCE

- (a) Work from Science 5-13 METALS — Stages 1 & 2 (Macdonald, £1.77) and STRUCTURES AND FORCES (Macdonald, £2.06)

Metals: the authors' philosophy is outlined in the Introduction. Teachers will find their comments on **Teaching techniques** (p. 8) interesting and useful. Certainly at this stage of the course teachers should be giving much thought to the items **Discussion, Recording** and **Integration**. Some suggestions for arousing children's interest in metals are given on pp. 6 & 7. Activities are printed in green so that they may be picked out easily.

Start by making a collection of metallic articles, listing their uses and origin (pp. 14 & 15) as this will lead to work on the properties of metals (p. 16). These activities will provide an opportunity to develop electricity and magnetism further (pp. 20-23 and pp. 46-48). Other properties well worth investigation are **Conduction of Heat** (p. 36); **Springs** (p. 39); **Expansion** (p. 44) and **Corrosion** (p. 49).

Structures and Forces: the natural interest children have in making, observing and using structures is outlined in the Introduction. It is pointed out that a project on **Structure** crosses many boundaries and provides an opportunity for integration in science. Some of the Stage 1 and Stage 2 objectives that might be attained in the project are listed on pages 5 and 6. Start by making some structures with paper, card, straws and sticks (chapter 4). This work will serve to focus the pupil's attention on both natural and man-made structures, particularly bridges (chapter 6). Bridges should be constructed and tested as described in chapter 8. A useful exercise (also in chapter 8) is an investigation into the strengths and weaknesses of various adhesives (p. 64). Children will be fascinated by large scale experiments using levers and pulleys (page 68 and page 70). Later work might deal with domestic buildings, building materials (chapter 5), road construction (page 53) and finally natural structures (chapters 9 and 10).

- (b) RECORDING by O. Martin (Warne, 59p)

Term 1: pp. 3-29

Term 2: pp. 30-53

Term 3: pp. 54-79

239 p/5 cmc/112

and LOOKING AT LIFE by E. Proctor (Black, £1.12)

Term 1: pp. 5-17, 39-48

Term 2: pp. 18-26, 49-60

Term 3: pp. 27-38, 65-73, 76-79

There should be as much outdoor observation as possible. Children should be encouraged to find and name flowers, watch animals and birds, and keep a nature diary.

FRENCH (optional)

LA LANGUE DES FRANÇAIS, PREMIER LIVRE by J. R. Watson (Harrap, £1.88)

Term 1: lessons 1-5

Term 2: lessons 6-9

Term 3: lessons 10-12

or A FIRST FRENCH BOOK by W. F. H. Whitmarsh (Longman, £1.00)

Term 1: lessons 1-6

Term 2: lessons 7-12

Term 3: lessons 13-18

Supplementary reading: Paul et Jacqueline by A. L. Carré (U.L.P., 56p). The 'Read about France' series by Julian Popescu (Wheaton) and the 'Bon Accueil les Gosses' series by D. J. Jenkins (Ginn) — apply to the School for details of these.

LATIN (optional)

THE APPROACH TO LATIN, FIRST PART by J. Paterson & E. Macnaughton (Oliver & Boyd, £1.12)

Term 1: pp. 4-24

Term 2: pp. 25-40

Term 3: pp. 41-57

PICTURE STUDY

One artist will be studied each term. Reproductions of pictures by the artist for the term are obtainable from the PNEU Office (PNEU, £1.00 each).

For general approach and method of taking lessons see the Picture Study section in the Teachers Handbook.

239 p16 cmc 1/2

ART & CRAFT

For work throughout the year, choose from the I CAN DO IT series by Mell & Fisher (Schofield & Sims, £1.06 each)

Book 1: PRINTING

Book 2: WORKING WITH PAPER

Book 3: MODELLING, BUILDING AND CARVING

Book 4: MAKING THINGS FROM ODDS AND ENDS

Book 5: MAKING PICTURES AND PATTERNS

These books give step by step instructions for various kinds of Art and Craft work. Each book contains simple activities suitable for this age group and more advanced work for the child who is particularly interested in this subject.

Printing covers: printing with vegetables, rubbers, leaves, cardboard, stencils, paper shapes; printing from plasticine, clay, corrugated card, a tin can; making rubbings; printing monotypes; printing on fabrics; tying and dyeing; making paste patterns.

Working with Paper covers: making things with strips of paper; folding and cutting to make patterns and chains of figures; masks and hats; making lanterns and crowns; paper animals, fishes and birds; spinning windmills and spirals; nets and stretching paper chains and figures.

Modelling, Building and Carving covers: modelling with dough; modelling with clay — making a thumb pot, a pellet pot, a thumb pot animal, making slip, modelling birds and animals, making clay reliefs, making clay jewellery and clay people, making masks, making coil pots, using slabs of clay; modelling with wire; building with cardboard and balsa wood; building and modelling with polystyrene; carving candles; carving with soap; carving a block of plaster.

Making Things from Odds and Ends covers: making and using papier mâché; working on a mould; using rolled newspaper or magazines; modelling with newspaper on a wire framework; making puppets; making a peepshow in a cardboard box; making masks; using string, pipe cleaners and drinking straws; making models and decorations from scrap.

Making Pictures and Patterns covers: using crayons in various ways; chalk and crayon transfers; making rubbings; all kinds of collage; using coloured paper and cellophane for stained glass patterns; painting — using various brushes, all-over patterns, stripe and repeat patterns; mixing paint with sand, paste, sawdust etc; using inks; pictures and patterns without brushes; finger painting; painting from imagination; painting what you see; painting from memory; drawing.

For reference: Art and Craft in the Primary School by J. Dean (Black, £2.65). Young Art by J. F. Lacey (Van Nostrand Reinhold, £2.70).

MUSIC

Music Appreciation (optional)

The work of the composer set for the term:

239 p17 cmc 1/2

Term 1: Beethoven

Term 2: Handel

Term 3: Schubert

Teacher's reference notes for each composer are available from the PNEU on request.

Singing

SING TOGETHER (Oxford, 70p): 100 songs for unison singing arranged by W. Appleby & F. Fowler.

Highly recommended: My History of Music by Irene Gass (Zebra, 30p)

A list of records and cassettes, recommended as 'Music for Enjoyment', can be obtained from the PNEU on request.

PHYSICAL EDUCATION

Daily exercise, e.g. walking, swimming, dancing, skipping and games.

Music and Movement records (EMI 7EG 8727 and 8) can be obtained from Harrods (Export Department).

Better Swimming by N. W. Sarsfield (E.P., 30p).

APPENDICES

1. Educational Materials

3-6 lined exercise books for English

3-6 lined or plain exercise books for Maths

2 squared exercise books (6mm squares) for Maths

2 plain exercise books for Geography

or

12 folders

5 pads lined paper

5 pads plain paper

2 pads squared paper

pad of graph paper

Tags for folders

239p18cmcl12

Kitchen or sugar paper
2 pads cartridge paper
Pencils — lead and coloured
Felt-tipped pens
Fountain pen preferably with an italic nib
Ink or cartridges
Spare nibs
Ruler — cm and mm
Set squares — 45° and 60°
Protractor
Pair of compasses
Pencil Sharpener
Rubber
Poster paints
Water colours
Brushes for above
Gummed coloured squares
Adhesive
Cold water paste (Polycell)
Magnifying glass
Scissors
Paper fasteners
Magnetic compass (pocket type)
Lens (convex or concave)
Bar magnet
Calendar
Electrical equipment e.g. switch, wire, batteries, bulb-holder

Optional

Wire
String
Double punch
Torch
Sellotape
Simple microscope and slides

239p19cmcl12

Measured container (e.g. litre jar)
Musical instrument (e.g. string or woodwind)
Camera

Collect.

(for Art and Craft)

Coloured pictures from magazines
Oddments of material
Containers and boxes
(for project work, illustrating notes & time chart)
Picture cards
Postcards
Stamps
Mechanisms, e.g. old clocks, watches, locks etc

2. Music for Enjoyment (P.5.)

We shall be pleased to send on request a list of records and cassettes compiled under the following headings:

Quiet, Dignified Music
Lively, Tuneful Music
Descriptive Music
Stories in Music

3. Reference Books

A list of reference books will be sent on request. Though really meant for older children, it will serve to lay the basis of a reference library to be used as the child grows.

4. Charlotte Mason's Educational Principles

The PNEU was founded in 1891 by Charlotte Mason and based its work on principles worked out by her several years earlier when teaching young children. They are still quite valid and, though modern knowledge permits refinements in theory and method, they are set out below as a guide to the PNEU system.

1. Children are born persons.
2. They are not born good or bad, but with possibilities for good or for evil.

continued overleaf

3. Authority and obedience are necessary but must be limited by the respect due to the personality of children which must not be encroached upon.
4. We are thus limited to three educational instruments: the atmosphere of environment, the discipline of habit and the presentation of living ideas from which arises the PNEU motto: Education is an atmosphere, a discipline and a life.
5. *Education is an atmosphere* means that a child should not be isolated in a specially adapted "child environment" but we should take into account the educational value of his natural home atmosphere and let him live freely among his proper conditions.
6. *Education is a discipline* means the discipline formed definitely and thoughtfully, of mind or body.
7. *Education is a life* means the need of intellectual, moral and physical sustenance.
8. The child's mind is no mere receptacle as the Herbartian doctrine says but is rather a spiritual *organism* with an appetite for all knowledge.
9. *Education is the science of relations*, i.e. a child has natural relations with a vast number of things and thoughts.
10. A syllabus must therefore include three points:
 - (a) A child requires much knowledge, for the mind needs sufficient food as much as the body.
 - (b) The knowledge should be various to satisfy curiosity.
 - (c) Knowledge should be communicated in well-chosen language because his attention responds naturally to what is conveyed in literary form.
11. The educability of children is normally greater than has hitherto been supposed and is but little dependent upon circumstances such as heredity and environment.
12. There are two guides to moral and intellectual self management to offer to children; the way of the will and the way of the reason.
13. Children should be taught as they become mature enough to understand such teaching that the responsibility that rests on them as "persons" is the acceptance or rejection of ideas.
14. No separation between the intellectual and spiritual life of children can be allowed to develop.